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ABSTRACT

This paper describes the third phase of a multi-year study that has been assessing professional knowledge and perceptions of beginning teacher education students. This phase of the study reports on responses to a questionnaire designed to compare student knowledge across cohorts and institutions. The data reported here are from a total of 291 Phase Three questionnaires completed by undergraduate teacher education students who were attending their introductory teacher education course at 4 Tennessee universities (Peabody College, Vanderbilt University; Belmont University; Austin Peay State University; and Middle Tennessee State University). Primary questions addressed in the studies were: (1) At the time beginning teacher education students enter teacher education programs, what do they know and what perceptions do they hold about teaching, schools, and the life and work of teachers? (2) What do teacher educators know about this prior professional knowledge and perceptions of their students? and (3) How does the content of teacher education instruction fit with the professional knowledge and perceptions of the students for which the instruction is intended? Data summaries provide a benchmark for teacher educators to use in at least two ways: first, for the purpose of comparing their own students (if they wish to conduct similar surveys of them); and second, for background knowledge as teacher education courses are planned. (The bulk of the paper--22 pages--is devoted to data tables that report the findings; contains 28 references.) (LL)

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Beginning Knowledge of Beginning Teacher Education Students, Implications for What They Are Taught: Institutional and Group Comparisons

Charles B. Myers
Peabody College, Vanderbilt University

Paper Presented at the Annual Meeting of the American Educational Research Association

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Beginning Knowledge of Beginning Teacher Education Students, Implications for What They Are Taught: Institutional and Group Comparisons

Charles B. Myers
Peabody College, Vanderbilt University

This paper describes the third phase of a multi-year study that has been assessing professional knowledge and perceptions of beginning teacher education students. This phase of the study reports on responses of cohorts of beginning teacher education students at four universities. It compares student knowledge across cohorts and institutions. The data reported can serve as comparison information for other teacher educators. The central questions addressed were: At the time that beginning teacher education students enter teacher certification programs, what do they know and what perceptions do they hold about teaching, schools, and the life and work of teachers?

Acknowledgements

The following individuals were involved in significant roles in Phase Three of this study: Professor Delores Gore, Austin Peay State University; Professor Frank Hughes, Professor Margaret Smithey, and Professor James Stamper, Belmont University; Professor Jane Williams, Middle Tennessee State University; Gloria Cano, Ralph D'Andrea, and Daniel Farmer, students at Vanderbilt University; and Cheryl Price, staff member, Office of Academic Affairs, Peabody College, Vanderbilt University.

Background and Objectives

As a result of the development of a significant and substantial professional knowledge base for the education of teachers (Wittrock, 1986; Reynolds, 1989; Houston, 1990), a number of teacher education programs across the United States have been modified in recent years. Changes has occurred in what is taught to prospective teachers as well as how it is taught. For example, colleges and schools have developed partnerships to bridge the gap between non-campus instruction and in-the-classroom experiences of prospective teachers, more instruction is provided about classroom and school effectiveness, and classroom practica have been expanded and made more substantial. Surprisingly, however, (at least for educators) nearly all of the focus for change in the professional education of teachers neglects to assess the professional knowledge and perceptions teacher education students possess as they start their teacher education program.

In light of this situation, the author of this paper, working with several colleagues, began an inquiry several years ago into two basic questions: (1) what do teacher education students know about teaching and schools when they start studying to be teachers? and (2) how does what they know (and do not know) fit with what they are taught in their teacher education programs? We found that little is reported in the literature on efforts by teacher education institutions to find out what their beginning teacher education students know about teaching and learning and less is reported of their efforts to fit teacher education instruction with prior knowledge of this sort, although more work in these directions has been undertaken in the last several years. Some of that recent activity seems to have resulted from our own work.

Therefore, we initiated a multi-year succession of three studies that engage three primary questions in sequence:

(1) At the time that beginning teacher education students enter teacher education programs, what do they know and what perceptions do they hold about teaching, schools, and the life and work of teachers?

(2) What do teacher educators know about this prior professional knowledge and perceptions of their students?

(3) How does the content of teacher education instruction fit with the prior professional knowledge and perceptions of the students for which the instruction is intended?

The first study focused on the primary question and is now complete. It assessed the initial perceptions of teaching and schools and the already learned professional knowledge of beginning teacher education students at four colleges/universities. Papers that reported on the findings of that study were presented at AERA annual meetings in 1990 (Myers and Neely) and 1991 (Myers) and at the 11th Annual Seminar on Teacher Education of the International Society for Teacher Education, Panama City, Florida in 1991 (Myers). This paper is a follow-up to those and reports on conclusions to the first study.

Perspective/Theoretical Framework

Many teacher education programs have undergone numerous structural, policy, and curricular changes in recent years and much of that change has centered on the professional components of teacher education--expanding teacher preparation to five years; raising admission and exit standards; restructuring and expanding student teaching/internship experiences; adding, deleting, and modifying courses and course requirements; and so forth. Surprisingly, much of this change seems to have been undertaken without institutional-level assessments of what beginning teacher education students already know about or how they view teaching, schools, and the lives of teachers.

Several years ago, Lee Shulman (1989) stressed the need for teachers to make the subject matter that they teach fit the ideas represented in the heads of their students. It seems to us that this need is as important for teacher educators as it is for teachers at K-12 levels. To do this, teacher educators need to know what is in the heads of their students in the first place.

Methods and Data Sources

During the summer and autumn of 1988, the author of this paper, with the assistance of teacher education faculty colleagues at three other institutions and several graduate student assistants, developed and administered an instrument designed to assess the knowledge and perceptions of beginning teacher education students about teaching, schools, and the lives and work of teachers. The instrument consists of 45 items, some of which are both closed and open-ended. The content focus of the specific items was selected to match information from three sources: (1) that surveyed in the recent versions of the annual Gallup/Phi Delta Kappan poll of the American public's attitudes toward public schools (Gallup, 1986; Gallup and Clark, 1987; Gallup and Elam, 1988); (2) that reported in two NEA surveys of the status of American public school teachers during the 1980s and of their views of their work: (1983, 1987); and (3) the major concepts that are prominent in each of fifteen chapters of a new introduction to teaching text (Myers & Myers, 1990).

The instrument was administered between September 1989 and June 1990 to 531 teacher education students at Peabody College, Vanderbilt University (a nationally known, private college for teachers); Belmont University (a four-year-type, church-affiliated, liberal arts college with an education department); and Austin Peay State University and Middle Tennessee State University (two state institutions in the Tennessee State Regents System). Cohorts of students assessed were

(1) first semester freshmen who just entered the institutions and were attending the initial class session of their first professional education course;

(2) mixtures of freshmen, sophomores, and juniors who had already taken other coursework at the college/university but were attending the initial class session of their introductory professional course;

(3) juniors, seniors, and master's degree students who had completed most or all of their professional instruction except for student teaching and courses that accompanied it (Responses from this cohort were used for comparison purposes);

(4) master's degree students who had completed a bachelor's degree program outside of education and at least two other professional education courses and who were attending the first class session of an introductory seminar on teaching and schools prior to participating in an experimental, year-long internship/induction-year experience.

Data were compared as follows:

(1) across cohorts within and across institutions,

(2) across institutions,

(3) between beginning students and the people polled in the 1988 Gallup/Phi Delta Kappan poll of Americans' attitudes toward public schools, and

(4) between beginning students and the teachers polled in the two NEA surveys.

In the part of the study that was reported in 1990 (Myers & Neely, 1990), the students were asked to describe their knowledge and perceptions of teaching and schools in areas such as the following: (1) the quality of K-12 schools, (2) characteristics of good and poor schools, (3) levels of school funding, (4) the quality of K-12 teachers, (5) characteristics of K-12 teachers in general, (6) characteristics of good and poor K-12 teachers, (7) salary information on K-12 teachers, (8) reasons for wanting to teacher, and (9) workload conditions and factors affecting how well teachers like their work.

In the part of the study reported in 1990 (Myers, 1991), students responded to 14 open-ended-type, direct knowledge questions about teaching and schools. Those 14 questions asked the beginning students to define concepts usually taught in introductory teacher education courses, including: Student off-task behavior, classroom effectiveness, cognitive development, equity and excellence, educational philosophy, models of instruction, and classroom communication. A major conclusion of the second phase of the study provided more insight about the nature of our instrument than about what beginning student students know. That conclusion was--Asking beginning students to define and explain introductory education concepts does not provide precise enough data about student understanding of those concepts to be very useful. This, in turn, meant that generalizing from the student responses to those questions would be tenuous at best.

Therefore, the third phase of the study involved (1) the development of a second instrument to assess the beginning knowledge of beginning teacher education students, and (b) the administering of that instrument to a new cadre of beginning teacher education students at the same four universities/colleges surveyed initially. The same design was used and the same comparisons were made as with the initial instrument. This paper focuses on student responses to the Phase Three instrument.

Instrument

(1) The instrument administered for the Third Phase of the study, in addition to requests for demographic data, consists of multiple choice questions that access student knowledge in 14 areas judged by teacher educators at the four participating institutions to be important for students planning to be teachers. All 14 areas are topics of study in introductory teacher education courses.

(2) All questions ask for factual information.

(3) Each question, except for those ascertaining demographic data, consists of five options: options that have been judged by the instrument developer to include a factually correct response; a response that is either opposite, nearly opposite, or contradictory to the correct response; a response that would probably not make sense to anyone who knows the topic even superficially and two responses that could logically be correct, but are not. Of the last two types of responses, one was judged to be more likely to be chosen as the correct answer than the other.

(4) For each question, students are also asked to indicate the level of confidence they have in the response they provided, by selecting among the following options: you are positive your answer is correct, you think your answer is correct but are not positive that it is, you are unsure of your answer but it is more than a "wild guess," your answer is a "wild guess."

Findings

Demographic Information

Data reported here are from a total of Phase Three questionnaires completed by undergraduate teacher education students as they attended their introductory teacher education course. The large majority of the respondents reported that they were "just starting" their teacher education program (249 of 291 or 85.57%), although some had already taken one or more professional courses.

The group includes the following

	Peabody	Belmont	Austin-Peay	MTSU
Year in College				
Freshmen	70	6	0	30
Sophomore	18	13	5	21
Junior	10	14	34	20
Senior	6	6	12	8
Grad Student	0	5	5	7
No Answer	0	0	1	0
Total	104	44	57	86
Gender				
Male	10	15	12	22
Female	94	29	45	64
Total	104	44	57	86
Reported Status in Teacher Education Program				
"Just Starting"	101	34	35	79
"Halfway through"	2	10	16	7
"About to student teach"	1	0	5	1
"Virtually finished"	0	0	1	0
Total	104	44	57	87

	Peabody	Belmont	Austin-Peay	MTSU
Type of High School Attended (some indicated they attended both a public and a private high school)				
Public	54	37	56	82
Private	51	8	2	4
Total	105*	45*	58*	86

* Indicates one student attended both a public and private high school

Year Graduated from High School				
1991	70	5	0	19
1990	17	8	0	15
1989	10	11	13	11
1988	6	4	9	10
1987	1	2	5	7
1986	0	4	9	10
1985	0	3	2	7
1984	0	0	3	4
1983	0	0	4	1
1982	0	0	0	1
1981	0	1	1	1
1980	0	0	0	1
1979	0	1	0	1
1978	0	0	2	0
1976	0	0	1	0
1975	0	0	5	0
1973	0	0	1	1
1970	0	0	1	0
1969	0	1	1	0
1967	0	0	1	1
1966	0	0	1	1
1965	0	2	1	0
1959	0	0	1	0
Did no graduate	0	1	0	0
No answer	0	1	3	1
Total	104	44	57	86

Responses to Specific Questions

Directions for all 37 questions were as follows:

Please respond in two ways as you answer each of the following questions:
First, write the letter of the best response of the line to the left of each question.
Second, as soon as you write a letter for a question, circle one of the four numbers under the response.
Circle the numbers as follows:
Circle 1, if you are positive your answer is correct.
Circle 2, if you think your answer is correct but are not positive that it is.
Circle 3, if you are unsure of your answer but it is more than a "wild guess."
Circle 4, if your answer is a wild guess.

C 1. *The primary purposes of American public schools at the present time include all but one of the following. Which one does not belong?*

1 2 3 4

A. Encourage students' fullest personal and social development
B. Provide career and vocational preparation
C. Further students' religious and spiritual awareness
D. Develop capable and responsible citizens
E. Prepare students for college

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	88.46	52.88	47.12	0.00	0.00	50.00	38.46	0.00	0.00
Belmont	90.91	61.36	31.82	4.55	2.27	59.09	25.00	4.55	2.27
Austin Peay	100.00	78.95	21.05	0.00	0.00	78.95	21.05	0.00	0.00
Middle Tennessee	95.35	79.07	19.77	1.16	0.00	74.42	19.77	1.16	0.00
Composite	93.13	67.01	31.62	1.03	0.34	64.26	27.49	1.03	0.34

B 2. *Which of the following is not usually considered one of the main directions of education reform during the past 10 years?*

1 2 3 4

A. More teacher and school accountability
B. More emphasis on the non-academic side of school
C. Greater professionalization of teaching
D. School effectiveness
E. Concern for the need to promote better education for poor, minority, and non-English-speaking children

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	49.04	8.65	50.96	35.58	4.81	6.73	31.73	8.65	1.92
Belmont	70.45	13.64	38.64	31.82	15.91	11.36	29.55	22.73	6.82
Austin Peay	71.93	29.82	50.88	17.54	1.75	26.32	35.09	8.77	1.75
Middle Tennessee	73.26	23.26	52.33	19.77	4.65	20.93	39.53	10.47	2.33
Composite	63.92	17.87	49.48	26.80	5.84	15.46	34.36	11.34	2.75

A 3. *In recent polls of Americans, what was the problem listed most often as the biggest problem facing public schools?*

1 2 3 4

A. Use of drugs
B. Lack of discipline
C. Lack of proper financial support
D. Difficulty getting good teachers
E. Poor curriculum and standards

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	15.38	5.77	58.65	32.69	2.88	0.00	10.58	3.85	0.96
Belmont	31.82	11.36	52.27	29.55	6.82	9.09	15.91	6.82	0.00
Austin Peay	64.91	40.35	42.11	15.79	1.75	35.09	24.56	5.26	0.00
Middle Tennessee	16.28	16.28	58.14	18.60	6.98	1.16	9.30	3.49	2.33
Composite	27.84	16.49	54.30	24.74	4.47	8.59	13.75	4.47	1.03

D 4. *Which of the following is more valid for secondary school classrooms than elementary school classrooms?*

A. Activities change often because of short student attention spans.

1 2 3 4 *B. Activities are more often organized around student interest than around the content to be learned.*

C. Classrooms are less "ordered."

D. Classrooms are more cognitively focused.

E. Instruction is more student centered than teacher dominated.

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	27.88	7.69	45.19	38.46	8.65	1.92	11.54	11.54	2.88
Belmont	29.55	0.00	54.55	36.36	9.09	0.00	20.45	9.09	0.00
Austin Peay	54.39	15.79	47.37	29.82	7.02	8.77	24.56	15.79	5.26
Middle Tennessee	33.72	10.47	43.02	40.70	5.81	4.65	13.95	12.79	2.33
Composite	35.05	8.93	46.39	37.11	7.56	3.78	16.15	12.37	2.75

E 5. *When students are not doing what the teacher intends for them to be doing, they are said to be*

A. Compliant.

1 2 3 4 *B. Disruptive.*

C. Daydreaming.

D. Hostile.

E. Off-task.

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	55.77	27.88	51.92	16.35	3.85	18.27	27.88	6.73	2.88
Belmont	63.64	29.55	40.91	25.00	4.55	20.45	25.00	18.18	0.00
Austin Peay	68.42	35.09	35.09	19.30	10.53	22.81	22.81	15.79	7.02
Middle Tennessee	56.98	26.74	47.67	18.60	6.98	11.63	26.74	13.95	4.65
Composite	59.79	29.21	45.70	18.90	6.19	17.53	26.12	12.37	3.78

D 6. *According to research studies, which of the following is most likely to affect student achievement?*

A. Length of school day

1 2 3 4 *B. Length of school year*

C. The way desks are arranged in the classroom

D. Teacher and student use of time

E. How many years of college education the teacher has had

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	85.58	16.35	57.69	22.12	3.85	16.35	50.96	15.38	2.88
Belmont	81.82	22.73	45.45	25.00	6.82	18.18	40.91	18.18	4.55
Austin Peay	87.72	29.82	52.63	12.28	5.26	26.32	43.86	12.28	5.26
Middle Tennessee	88.37	19.77	55.81	19.77	4.65	18.60	51.16	15.12	3.49
Composite	86.25	20.96	54.30	19.93	4.81	19.24	48.11	15.12	3.78

E 7. *Which of the following would be the best or most effective teaching practice in a K-12 classroom?*

A. The teacher gives extra credit for those who finish first.

1 2 3 4 *B. The teacher allows ten minutes of "free time" at the end of each class to encourage students to finish early.*

C. The teacher grades papers during seatwork in order to give papers back as soon as possible.

D. The teacher monitors the whole class at one time from his or her desk up front.

E. The teacher monitors seatwork by moving among students as they work, while keeping an eye on the group as a whole.

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	79.81	25.00	48.08	21.15	5.77	22.12	42.31	12.50	2.88
Belmont	90.91	31.82	36.36	15.91	15.91	29.55	36.36	13.64	11.36
Austin Peay	84.21	42.11	38.60	17.54	1.75	35.09	35.09	12.28	1.75
Middle Tennessee	87.21	38.37	47.67	10.47	3.49	33.72	43.02	8.14	2.33
Composite	84.54	33.33	44.33	16.49	5.84	29.21	40.21	11.34	3.78

C 8. *Effective teachers*

A. Have precise, set schedule for learning activities and hold to them.

1 2 3 4 *B. Expect all students to learn at a constant, high rate.*

C. Project and maintain high expectations for student achievement.

D. Subscribe to a particular philosophy of education and plan all instruction around that philosophy.

E. Are viewed by their students as easy graders.

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	63.46	20.19	54.81	23.08	1.92	14.42	36.54	12.50	0.00
Belmont	59.09	31.82	43.18	22.73	2.27	25.00	22.73	9.09	2.27
Austin Peay	68.42	29.82	50.88	15.79	3.51	21.05	38.60	7.02	1.75
Middle Tennessee	70.93	36.05	48.84	13.95	1.16	29.07	29.07	11.63	1.16
Composite	65.98	28.52	50.52	18.90	2.06	21.65	32.65	10.65	1.03

B 9. *Teachers' expectations influence students' achievement because*

A. Students who are bright learn more quickly.

1 2 3 4 *B. In subtle--often unconscious-- ways teacher teach "good" students differently from how they teach "slower" students.*

C. Teachers intentionally decide to work harder with the most promising students.

D. "Difficult" students often refuse to do the work asked of them.

E. Some students are too weak intellectually to learn much of anything.

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	69.23	14.42	42.31	24.04	19.23	13.46	33.65	14.42	7.69
Belmont	77.27	13.64	40.91	20.45	25.00	11.36	36.36	11.36	18.18
Austin Peay	89.47	28.07	42.11	21.05	8.77	24.56	40.35	19.30	5.26
Middle Tennessee	87.21	15.12	53.49	24.42	6.98	13.95	48.84	19.77	4.65
Composite	79.73	17.18	45.36	23.02	14.43	15.46	39.86	16.49	7.90

C 10. *Which of the items below would be either not important or least important as a guideline for managing student behavior?*

A. Get a good start for the school year.

1 2 3 4 *B. Communicate expectations early.*

C. Make sure the slower students have more work than the brighter ones, to keep them busy.

D. Have a preplanned system of rewards and penalties.

E. Apply rules consistently.

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	86.54	47.12	44.23	5.77	2.88	43.27	39.42	2.88	0.96
Belmont	88.64	43.18	38.64	15.91	2.27	36.36	36.36	13.64	2.27
Austin Peay	84.21	68.42	26.32	1.75	3.51	64.91	15.79	1.75	1.75
Middle Tennessee	82.56	59.30	26.74	12.79	0.00	51.16	23.26	8.14	0.00
Composite	85.22	54.30	34.71	8.59	2.06	48.80	29.55	5.84	1.03

D 11. *Hyperactivity and dyslexia are two types of*

A. Giftedness.

1 2 3 4 *B. Teaching styles.*

C. Mental retardation.

D. Learning disabilities.

E. Sensory handicaps.

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	88.46	70.19	26.92	1.92	0.96	65.38	22.12	0.96	0.00
Belmont	72.73	65.91	20.45	9.09	4.55	52.27	13.64	4.55	2.27
Austin Peay	84.21	78.95	14.04	7.02	0.00	75.44	7.02	1.75	0.00
Middle Tennessee	89.53	77.91	18.60	3.49	0.00	76.74	9.30	3.49	0.00
Composite	85.57	73.54	20.96	4.47	1.03	68.73	14.09	2.41	0.34

E 12. *Which one of the following is more often associated with cognitive development than perceptual development?*

A. Feeling textures

1 2 3 4 *B. Detecting the direction of gravity*

C. Hearing and smelling

D. Noticing elements of the environment

E. Analyzing the meaning of ideas

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	85.58	25.00	42.31	21.15	11.54	24.04	38.46	16.35	6.73
Belmont	70.45	31.82	31.82	11.36	25.00	31.82	22.73	2.27	13.64
Austin Peay	85.96	38.60	42.11	8.77	10.53	38.60	33.33	8.77	5.26
Middle Tennessee	65.12	22.09	25.58	34.88	17.44	17.44	18.60	22.09	6.98
Composite	77.32	27.84	35.74	21.31	15.12	26.12	29.21	14.43	7.56

C 13. *Which one of the following is true about human development?*

A. As humans develop their perception improves and their cognitive abilities weaken.

1 2 3 4 *B. Developmental change occurs in a sequence of jumps and pauses.*

C. Much of developmental change is the result of interaction with the environment.

D. As individuals develop, their perceptual learning shifts from systematic to unsystematic.

E. As individuals develop, they are less able to ignore irrelevant information.

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	70.19	6.73	35.58	37.50	20.19	6.73	29.81	24.04	9.62
Belmont	75.00	13.64	27.27	36.36	22.73	11.36	27.27	20.45	15.91
Austin Peay	64.91	17.54	45.61	22.81	14.04	10.53	35.09	14.04	5.26
Middle Tennessee	63.95	9.30	34.88	38.37	17.44	8.14	25.58	25.58	4.65
Composite	68.04	10.65	36.08	34.71	18.56	8.59	29.21	21.99	8.25

D 14. *In American public schools, _____ is to the education of handicapped children as desegregation is to the education of black children.*

1 2 3 4 *A. White flight*

B. Enriched education

C. Compensatory education

D. Mainstreaming

E. Segregation

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	58.65	34.62	19.23	28.85	17.31	33.65	13.46	7.69	3.85
Belmont	79.55	34.09	29.55	20.45	15.91	34.09	20.45	15.91	9.09
Austin Peay	82.46	45.61	22.81	26.32	5.26	43.86	17.54	17.54	3.51
Middle Tennessee	50.00	32.56	29.07	22.09	16.28	29.07	12.79	8.14	0.00
Composite	63.92	36.08	24.40	25.09	14.43	34.36	15.12	11.00	3.44

A 15. *Which of the following court rulings said segregated schools should be discontinued?*

A. Brown v. Board of Education

1 2 3 4 *B. PARC v. Commonwealth of Pennsylvania*

C. Swain v. Charlotte-Mecklenburg

D. Wyatt v. Stickney

E. Lau v. Nichols

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	96.15	62.50	25.00	3.85	8.65	62.50	24.04	3.85	5.77
Belmont	86.36	34.09	25.00	11.36	29.55	34.09	25.00	11.36	15.91
Austin Peay	87.72	40.35	28.07	7.02	24.56	40.35	28.07	7.02	12.28
Middle Tennessee	80.23	33.72	15.12	16.28	33.72	33.72	15.12	15.12	16.28
Composite	88.32	45.36	22.68	9.28	22.34	45.36	22.34	8.93	11.68

B 16. *Schools that would have very high concentrations of students of one racial group if they are kept as neighborhood schools are sometimes converted to schools with specific program foci or emphases in order to attract students from the entire school system. When this is done the schools are called*

1 2 3 4

A. Local schools.
B. Magnet schools.
C. Compensatory schools.
D. Parochial schools.
E. Private schools.

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	69.23	21.15	34.62	31.73	12.50	19.23	25.00	19.23	5.77
Belmont	72.73	18.18	20.45	34.09	27.27	18.18	15.91	20.45	18.18
Austin Peay	80.70	59.65	15.79	15.79	8.77	56.14	12.28	7.02	5.26
Middle Tennessee	58.14	13.95	32.56	25.58	27.91	12.79	23.26	10.47	11.63
Composite	68.73	26.12	28.18	27.15	18.56	24.40	20.62	14.43	9.28

A 17. *Which of the following is the most accurate analogy to the following: A new teacher is to a school as a*

A. Pledge to a sorority.

1 2 3 4

B. Foundation to a house.
C. Speakers to a stereo system.
D. Switch to an electric circuit.
E. Pitcher to a baseball team.

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	35.58	3.85	50.96	33.65	11.54	1.92	18.27	10.58	4.81
Belmont	40.91	20.45	27.27	34.09	18.18	11.36	13.64	9.09	6.82
Austin Peay	33.33	21.05	38.60	29.82	10.53	8.77	12.28	10.53	1.75
Middle Tennessee	39.53	17.44	48.84	20.93	12.79	6.98	19.77	10.47	2.33
Composite	37.11	13.75	44.33	29.21	12.71	6.19	16.84	10.31	3.78

B 18. *During the Middle Ages a dominant idea about education called scholasticism was based on a combination of faith and*

A. Training for public citizenship.

1 2 3 4

B. Reason.
C. Pragmatism.
D. The classics.
E. Sophistry.

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	58.65	1.92	23.08	40.38	34.62	0.96	18.27	24.04	15.38
Belmont	63.64	2.27	18.18	34.09	45.45	2.27	15.91	22.73	22.73
Austin Peay	52.63	7.02	15.79	29.82	47.37	5.26	10.53	21.05	15.79
Middle Tennessee	65.12	4.65	19.77	36.05	39.53	3.49	15.12	25.58	20.93
Composite	60.14	3.78	19.93	36.08	40.21	2.75	15.46	23.71	18.21

B 19. *Which of the following was not a prominent characteristic of educational thinking during the Enlightenment or the Age of Reason?*

1 2 3 4

A. Intellectual reasoning
B. The study of God
C. The scientific method
D. The idea of progress
E. Classical humanism

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	43.27	6.73	42.31	30.77	20.19	5.77	21.15	12.50	3.85
Belmont	45.45	11.36	25.00	38.64	25.00	11.36	15.91	15.91	2.27
Austin Peay	64.91	7.02	24.56	43.86	24.56	5.26	17.54	7.02	5.26
Middle Tennessee	40.70	5.81	26.74	44.19	23.26	1.16	13.95	17.44	8.14
Composite	47.08	7.22	31.62	38.49	22.68	5.15	17.53	13.40	5.15

D 20. *Which of the following was not true of education in the schools of colonial America?*

A. An emphasis on religious training

1 2 3 4

B. Education beyond the 4 R's limited primarily to the middle and upper classes
C. Educational opportunity mainly for boys
D. An emphasis on vocational education for developing practical job skills
E. Early education aimed at teaching students to read, write, and do arithmetic

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	49.04	5.77	45.19	35.58	13.46	1.92	26.92	14.42	5.77
Belmont	65.91	15.91	29.55	45.45	9.09	13.64	25.00	22.73	4.55
Austin Peay	63.16	17.54	35.09	31.58	15.79	10.53	24.56	22.81	5.26
Middle Tennessee	55.81	20.93	32.56	38.37	6.98	16.28	22.09	16.28	1.16
Composite	56.36	14.09	37.11	37.11	11.34	9.62	24.74	17.87	4.12

A 21. *The idea that the educating of all citizens is essential for the success of a democratic form of government was best articulated by*

1 2 3 4

A. Jefferson.
B. Lincoln.
C. Plato.
D. Washington.
E. Thomas Aquinas.

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	45.19	7.69	21.15	37.50	33.65	4.81	11.54	16.35	12.50
Belmont	40.91	6.82	11.36	36.36	45.45	6.82	6.82	15.91	11.36
Austin Peay	38.60	8.77	24.56	43.86	22.81	5.26	8.77	14.04	10.53
Middle Tennessee	83.72	30.23	32.56	20.93	16.28	30.23	27.91	16.28	9.30
Composite	54.64	14.43	23.71	33.68	28.18	12.71	15.12	15.81	11.00

D 22. *The branch of philosophy that deals with the nature of reality is*

1 2 3 4

A. Axiology
B. Epistemology
C. Logic
D. Metaphysics
E. Phenomenology

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	23.08	3.85	17.31	30.77	48.08	0.00	6.73	6.73	9.62
Belmont	13.64	4.55	27.27	29.55	38.64	0.00	2.27	2.27	9.09
Austin Peay	17.54	8.77	26.32	33.33	31.58	0.00	5.26	3.51	8.77
Middle Tennessee	15.12	6.98	23.26	33.72	36.05	0.00	2.33	5.81	6.98
Composite	18.21	5.84	22.34	31.96	39.86	0.00	4.47	5.15	8.59

C 23. *Which philosophy sees truth as changeable and uses the scientific method to discover it?*

1 2 3 4

A. Idealism
B. Realism
C. Pragmatism
D. Existentialism
E. Marxism

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	25.00	1.92	14.42	42.31	41.35	0.00	1.92	11.54	11.54
Belmont	18.18	0.00	15.91	40.91	40.91	0.00	6.82	2.27	9.09
Austin Peay	21.05	3.51	8.77	43.86	43.86	0.00	3.51	7.02	10.53
Middle Tennessee	16.28	5.81	27.91	36.05	30.23	0.00	4.65	4.65	6.98
Composite	20.62	3.09	17.53	40.55	38.49	0.00	3.78	7.22	9.62

C 24. *Existentialists define their lives primarily in terms of*

1 2 3 4

A. Scholarly pursuits and rejection of worldly acquisitions.
B. The pursuit of truth through reason.
C. The quest for personal meaning.
D. Commitment to God.
E. Spiritual ideas rather than materials reality.

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	30.77	4.81	19.23	37.50	37.50	2.88	7.69	13.46	5.77
Belmont	34.09	6.82	6.82	40.91	45.45	4.55	6.82	15.91	6.82
Austin Peay	21.05	7.02	15.79	38.60	36.84	3.51	5.26	8.77	1.75
Middle Tennessee	32.56	3.49	12.79	41.86	40.70	2.33	6.98	12.79	10.47
Composite	29.90	5.15	14.78	39.52	39.52	3.09	6.87	12.71	6.53

B 25. *The learning theory that is characterized primarily by the idea that learning occurs because certain behaviors are rewarded is*

1 2 3 4

A. Magnetic theory.
B. Reinforcement theory.
C. Association theory.
D. Cognitive theory.
E. Piagetian theory.

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	80.77	24.04	42.31	21.15	12.50	24.04	36.54	14.42	5.77
Belmont	86.36	15.91	45.45	25.00	13.64	15.91	43.18	18.18	9.09
Austin Peay	84.21	31.58	38.60	22.81	5.26	31.58	35.09	15.79	1.75
Middle Tennessee	63.95	22.09	33.72	31.40	12.79	20.93	24.42	13.95	4.65
Composite	77.32	23.71	39.52	25.09	11.34	23.37	33.68	15.12	5.15

D 26. *The learning theory that is characterized primarily by the idea that learning is a process of information processing and insight is*

1 2 3 4

A. Behavior theory.
B. Reinforcement theory.
C. Association theory.
D. Cognitive theory.
E. Piagetian theory.

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	58.65	7.69	31.73	34.62	25.96	5.77	19.23	20.19	13.46
Belmont	65.91	2.27	36.36	45.45	15.91	2.27	25.00	31.82	6.82
Austin Peay	64.91	14.04	43.86	22.81	19.30	7.02	31.58	15.79	10.53
Middle Tennessee	52.33	6.98	33.72	39.53	19.77	2.33	19.77	19.77	10.47
Composite	59.11	7.90	35.40	35.40	21.31	4.47	22.68	20.96	11.00

D 27. *The areas of knowledge that have their own identified content and method of investigation are called*

1 2 3 4

A. Values.
B. Skills.
C. Levels of abstraction.
D. Academic disciplines.
E. Methods of teaching.

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	44.23	6.73	30.77	39.42	23.08	4.81	20.19	15.38	3.85
Belmont	45.45	6.82	18.18	36.36	38.64	4.55	11.36	13.64	15.91
Austin Peay	45.61	10.53	15.79	43.86	29.82	10.53	14.04	12.28	8.77
Middle Tennessee	30.23	5.81	20.93	41.86	31.40	3.49	5.81	9.30	11.63
Composite	40.55	7.22	23.02	40.55	29.21	5.50	13.40	12.71	8.93

E 28. *The ability to do something with some competence or proficiency is a*

A. *Fact.*
1 2 3 4 B. *Value.*
C. *Solution.*
D. *Concept.*
E. *Skill.*

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	96.15	50.00	37.50	8.65	2.88	50.00	34.62	7.69	2.88
Belmont	95.45	52.27	25.00	13.64	9.09	52.27	25.00	11.36	6.82
Austin Peay	98.25	54.39	33.33	8.77	3.51	54.39	31.58	8.77	3.51
Middle Tennessee	89.53	46.51	37.21	11.63	4.65	45.35	34.88	6.98	2.33
Composite	94.50	50.17	34.71	10.31	4.47	49.83	32.65	8.25	3.44

A 29. *Values are*

A. *Aspects of life to which worth or esteem are attached.*
1 2 3 4 B. *Capacities to act toward others in perceptive, humane, and empathetic ways.*
C. *Internal emotional and moral sensations.*
D. *Categories of knowledge.*
E. *Academic disciplines.*

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	58.65	29.81	57.69	11.54	0.96	19.23	34.62	4.81	0.00
Belmont	56.82	22.73	56.82	15.91	4.55	20.45	27.27	4.55	4.55
Austin Peay	70.18	45.61	42.11	12.28	0.00	35.09	28.07	7.02	0.00
Middle Tennessee	58.14	36.05	46.51	15.12	2.33	23.26	26.74	8.14	0.00
Composite	60.48	33.68	51.20	13.40	1.72	23.71	29.90	6.19	0.69

D 30. *Which of the following is <u>not</u> usually a step in the process of curriculum development?*

A. *Defining school aims and goals*
1 2 3 4 B. *Choosing ways of evaluating learning outcomes*
C. *Diagnosing students' needs*
D. *Determining the number of texts available*
E. *Formulating educational objectives*

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	78.85	17.31	42.31	28.85	11.54	16.35	34.62	24.04	3.85
Belmont	75.00	15.91	38.64	29.55	15.91	13.64	34.09	20.45	6.82
Austin Peay	78.95	35.09	43.86	14.04	7.02	31.58	33.33	8.77	5.26
Middle Tennessee	75.58	13.95	39.53	33.72	12.79	13.95	27.91	26.74	6.98
Composite	77.32	19.59	41.24	27.49	11.68	18.21	32.30	21.31	5.50

C 31. *Curriculum questions that ask, "What is important?" and "What is meaningful?" are questions about*

1 2 3 4

A. Honesty.
B. Factual information.
C. Relevance.
D. History.
E. Concrete ideas.

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	75.96	25.00	36.54	28.85	9.62	22.12	28.85	18.27	6.73
Belmont	84.09	22.73	38.64	25.00	13.64	22.73	34.09	18.18	9.09
Austin Peay	78.95	21.05	40.35	33.33	5.26	21.05	29.82	26.32	1.75
Middle Tennessee	58.14	19.77	37.21	36.05	6.98	17.44	17.44	19.77	3.49
Composite	72.51	22.34	37.80	31.27	8.59	20.62	26.46	20.27	5.15

B 32. *Some researchers say that many teachers think of lesson planning as an exercise in solving problems. In this way of thinking, what is the problem teachers need to solve?*

1 2 3 4

A. The effort to specify objectives
B. The need for students to learn
C. The need to be rational in choosing the plan
D. The difficulty in formulating lesson images
E. The task of fitting all lesson parts together

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	34.62	11.54	42.31	36.54	9.62	5.77	17.31	10.58	0.96
Belmont	25.00	9.09	38.64	36.36	15.91	6.82	6.82	9.09	2.27
Austin Peay	31.58	8.77	40.35	28.07	12.28	1.75	12.28	0.00	7.02
Middle Tennessee	27.91	6.98	39.53	37.21	16.28	4.65	15.12	6.98	1.16
Composite	30.58	9.28	40.55	35.05	13.06	4.81	14.09	7.22	2.41

D 33. *Transmitting ideas to other people without using words is called*

1 2 3 4

A. Staring.
B. Whispering.
C. Verbal communication.
D. Nonverbal communication.
E. Cognitive communication.

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	90.38	53.85	28.85	16.35	0.96	52.88	25.96	10.58	0.96
Belmont	90.91	59.09	22.73	13.64	4.55	54.55	22.73	11.36	2.27
Austin Peay	98.25	73.68	22.81	3.51	0.00	73.68	21.05	3.51	0.00
Middle Tennessee	89.53	46.51	39.53	11.63	2.33	43.02	37.21	6.98	2.33
Composite	91.75	56.36	29.90	12.03	1.72	54.30	27.84	8.25	1.37

E 34. *Which of the following is an accurate statement about teachers?*

A. Teachers usually practice their classroom skills under the watchful eye of colleagues more than other professionals do.

1 2 3 4

B. Teaching is a noticeably hierarchical profession.

C. Reform movements have led to less differentiation among teachers.

D. Teachers normally have clear arrangements and schedules whereby colleagues analyze and critique each other's teaching.

E. Teachers practice their profession in relative isolation from their peers.

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	35.58	4.81	31.73	42.31	21.15	0.96	16.35	12.50	5.77
Belmont	40.91	9.09	34.09	22.73	29.55	6.82	15.91	6.82	9.09
Austin Peay	40.35	19.30	33.33	35.09	12.28	8.77	17.54	12.28	1.75
Middle Tennessee	30.23	9.30	32.56	36.05	22.09	4.65	5.81	12.79	6.98
Composite	35.74	9.62	32.65	36.08	20.96	4.47	13.40	11.68	5.84

A 35. *A term used to describe school children who arrive home from school when no adult is present is*

A. Latchkey children.

1 2 3 4

B. Neglected children.

C. At-risk children.

D. Isolated children.

E. Single-parent children.

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	80.77	64.42	19.23	9.62	6.73	64.42	8.65	2.88	4.81
Belmont	84.09	68.18	22.73	4.55	4.55	59.09	15.91	4.55	4.55
Austin Peay	85.96	73.68	14.04	12.28	0.00	70.18	8.77	7.02	0.00
Middle Tennessee	77.91	61.63	15.12	15.12	8.14	60.47	5.81	8.14	3.49
Composite	81.44	65.98	17.53	11.00	5.50	63.57	8.93	5.50	3.44

C 36. *Which of the following is usually considered the most positive aspect of being a teacher?*

A. Positive relationships with parents

1 2 3 4

B. Close working relationships with principals

C. A sense of satisfaction for helping children

D. The continuing expert-novice relationships usually found among teaching peers

E. Good teacher education programs

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	98.08	62.50	30.77	3.85	1.92	62.50	30.77	2.88	0.96
Belmont	86.36	68.18	20.45	6.82	4.55	65.91	15.91	2.27	2.27
Austin Peay	98.21	67.86	30.36	1.79	0.00	67.86	28.57	1.79	0.00
Middle Tennessee	91.76	63.53	31.76	3.53	1.18	61.18	28.24	2.35	0.00
Composite	94.46	64.71	29.41	3.81	1.73	63.67	27.34	2.42	0.69

D 37. *The average salary (not beginning salary) for all public school K-12 teachers in the United States in 1989-90 was*

1 2 3 4 *A. $17,800.*
B. $21,600.
C. $26,704.
D. $31,200.
E. $37,675.

	Percent Correct	Percentage of Each Level of Confidence For All Responses				Percentage of Each Level of Confidence For Correct Responses			
		1.	2.	3.	4.	1.	2.	3.	4.
Peabody	8.65	3.85	55.77	30.77	9.62	0.00	4.81	2.88	0.96
Belmont	0.00	6.82	47.73	25.00	20.45	0.00	0.00	0.00	0.00
Austin Peay	5.36	8.93	48.21	35.71	7.14	0.00	1.79	1.79	1.79
Middle Tennessee	5.88	15.29	58.82	18.82	7.06	0.00	2.35	0.00	3.53
Composite	6.19	8.65	53.98	27.34	10.03	0.00	2.77	1.38	1.73

Comparison of Percent for Each Question with Composite Level of Confidence

	Questions Ranked from Highest Correct Composite Response to Lowest			Composite Level of Confidence (1=most confident, 4=least confident)	
Ranking	Question Number	Number of Correct Responses	Percent Correct	Mean of Responses	Ranking
1	28	275	94.50	1.68	7th
2	36	273	94.46	1.42	3rd
3	1	271	93.13	1.34	2nd
4	33	267	91.75	1.59	6th
5	15	257	88.32	2.08	13th
6	6	251	86.25	2.08	12th
7	11	249	85.57	1.32	1st
8	10	248	85.22	1.58	5th
9	7	246	84.54	1.94	10th
10	35	237	81.44	1.56	4th
11	9	232	79.73	2.34	21st
12	12	225	77.32	2.23	17th
13	25	225	77.32	2.24	18th
14	30	225	77.32	2.31	20th
15	31	211	72.51	2.26	19th
16	16	200	68.73	2.38	22nd
17	13	198	68.04	2.61	28th
18	8	192	65.98	1.94	9th
19	2	186	63.92	2.20	16th
20	14	186	63.92	2.17	15th
21	29	176	60.48	1.83	8th
22	18	175	60.14	3.12	35th
23	5	174	59.79	2.02	11th
24	26	172	59.11	2.70	30th
25	20	164	56.36	2.45	26th
26	21	159	54.64	2.75	31st
27	19	137	47.08	2.76	32nd

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Ranking	Question Number	Number of Correct Responses	Percent Correct	Mean of Responses	Ranking
	Questions Ranked from Highest Correct Composite Response to Lowest			Composite Level of Confidence (1=most confident, 4=least confident)	
28	27	118	40.55	2.91	33rd
29	17	108	37.11	2.40	24th
30	34	104	35.74	2.68	29th
31	4	102	35.05	2.43	25th
32	32	89	30.58	2.52	27th
33	24	87	29.90	3.14	36th
34	3	81	27.84	2.17	14th
35	23	60	20.62	3.14	37th
36	22	53	18.21	3.05	34th
37	37	18	6.19	2.38	23rd

Responses to Questions Organized by Topic

Topic	Number of the Question(s)	Correct Percent	Correct Ranking	Confidence Mean	Confidence Ranking
Contemporary Issues/Trends about Schools	1	93.13	3rd	1.34	2nd
	2	63.92	19th	2.20	16th
Purposes for Schools	1	93.13	3rd	1.34	2nd
	21	54.64	26th	2.75	31st
Public's Perception of Schools	3	27.84	34th	2.17	14th
Characteristics of Schools and Teaching	4	33.05	31st	2.43	25th
	14	63.92	19th	2.17	15th
	16	68.73	16th	2.38	22nd
	34	35.74	30th	2.68	29th
Teaching Practices	5	57.79	23rd	2.02	11th
	6	86.25	6th	2.08	12th
	7	84.54	9th	1.94	10th
	8	65.98	14th	1.94	9th
	9	79.73	11th	2.34	21st
	10	85.22	8th	1.58	5th
	33	91.75	4th	1.59	6th
	34	35.74	30th	2.68	29th
Professional Teacher	17	37.11	29th	2.40	24th
	36	94.46	2nd	1.42	3rd
	37	6.19	37th	2.38	23rd
Information about Students	11	85.57	7th	1.32	1st
	13	68.04	17th	2.61	28th
	35	81.44	10th	1.56	4th

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Psychology/Learning/ Development	11	85.57	7th	1.32	1st
	12	77.32	12th	2.23	17th
	13	68.04	17th	2.61	28th
	25	77.32	12th	2.24	18th
	26	59.11	24th	2.70	30th
History of Education	15	88.37	5th	2.08	13th
	18	60.14	22nd	3.12	35th
	19	47.08	27th	2.76	32nd
	20	56.36	25th	2.45	26th
	21	54.64	26th	2.75	31st
Philosophy	22	18.21	36th	3.05	34th
	23	20.62	35th	3.14	37th
	24	29.90	33rd	3.14	36th
Content/Curriculum	27	40.55	28th	2.91	33rd
	28	94.50	1st	1.68	7th
	29	60.48	21st	1.83	8th
	30	77.32	12th	2.31	20th
	31	72.51	15th	2.26	19th
	32	30.58	32nd	2.52	27th
	33	91.75	4th	1.59	6th

Results and Conclusions

Analyses of the responses of the 291 students who were surveyed are summarized in the statements below.

(1) There are numerous patterns to what the students knew and understood, and some of those patterns make it possible to propose several generalizations and suggest causal connections.

(2) For the most part, the students' knowledge and understanding was not significantly different from that which most teacher educators are likely to expect, but there were several surprises.

(3) When the survey questions are clustered according to the content that is asked about in each question, responses for most topics are scattered according to correctness and confidence. It is likely that the content of specific questions is more significant than the general topic under which it might be clustered. However, a few comparative generalizations can be made:

Knowledge of information about *students* and *learning* is relatively high.
Knowledge about *philosophy* is very low.
Knowledge about *history of education* is nearly as low as that of philosophy.

These observations might support the idea that the information beginning teacher education students need most is that about the philosophical, historical, and related contexts for schools and teaching.

(4) Responses to all of the five questions that were answered correctly most often did not surprise the teacher educators involved in this study and those responses tended to be of two types.

(a) One type of response involved questions requiring knowledge that is often possessed by a generally educated American adult. For example, 94.50% answered Question 28 correctly, 93.13% answered Question 1 correctly, 91.75% answered Question 33 correctly, and 88.32% answered Question 15 correctly. Those questions are as follows:

E 28. *The ability to do something with some competence or proficiency is a*
- *A. Fact.*
- *B. Value.*
- *C. Solution.*
- *D. Concept.*
- *E. Skill.*

C 1. *The primary purposes of American public schools at the present time include all but one of the following. Which one does <u>not</u> belong?*
- *A. Encourage students' fullest personal and social development*
- *B. Provide career and vocational preparation*
- *C. Further students' religious and spiritual awareness*
- *D. Develop capable and responsible citizens*
- *E. Prepare students for college*

D 33. *Transmitting ideas to other people without using words is called*
- *A. Staring.*
- *B. Whispering.*
- *C. Verbal communication.*
- *D. Nonverbal communication.*
- *E. Cognitive communication.*

A 15. *Which of the following court rulings said segregated schools should be discontinued?*
- *A. Brown v. Board of Education*
- *B. PARC v. Commonwealth of Pennsylvania*
- *C. Swain v. Charlotte-Mecklenburg*
- *D. Wyatt v. Stickney*
- *E. Lau v. Nichols*

(b) A second type of response included questions requiring more specialized knowledge but knowledge that is broadly known by those interested in schools and teaching; for example, 94.46% answered Question 36 correctly. That question is

C 36. *Which of the following is usually considered the most positive aspect of being a teacher?*
- *A. Positive relationships with parents*
- *B. Close working relationships with principals*
- *C. A sense of satisfaction for helping children*
- *D. The continuing expert-novice relationships usually found among teaching peers*
- *E. Good teacher education programs*

(5) Responses to the five questions that were answered incorrectly most often were categorized as follows by the teacher educators involved in the study: responses for three of the five questions were not suprising; those for one of the questions, the question answered incorrectly most often, were surprising; and responses to the final question were relatively surprising.

(a) The three questions for which frequent incorrect responses were not surprising dealt with philosophy (not just educational philosophy). Apparently, beginning teacher education students have not learned much, if anything about philosophy.

(b) The most surprisingly high level of incorrect responses was for Question 37. That question is

D 37. *The average salary (not beginning salary) for all public school K-12 teachers in the United States in 1989-90 was*

A. $17,800.
B. $21,600.
C. $26,704.
D. $31,200.
E. $37,675.

Only 18 of 291 responses were correct--6.19%. Of the 270 incorrect answers, 269 underestimated the salary and only one chose the single higher option. The breakdown of responses is as follows:

18.56% (54 of 291) thought the average salary was $17,800.
45.02% (131 of 291) thought it was $21,600.
28.87% (84 of 291) thought it was $26,704.
00.30% (1 of 291) thought it was $37,675.

A possible explanation of this high error rate might be as follows: The error involves a lack of two sets of information, rather than one: (1) the students do not know what the average salary for teachers is, and (2) they also do not know what the average salary is for workers and other professionals in general. If this explanation is valid, the responses to this question are often incorrect because the students did not know the average salary amount and did not know the context from which to make a logical assumption.

The significance of this error is possibly confounded by the fact that the students were incorrect much more frequently than could have been attributed to chance. They did not simply lack information, they had inaccurate information or made inaccurate assumptions. They believed that average teacher salaries are much lower than they actually are. (This was the only question of all 37 questions for which the correct option was chosen significantly fewer times than would have been the case by chance.) An interesting sidelight is that every Belmont student underestimated the average salary, none chose the correct answer or the higher alternative.

It is also interesting to note that, while nearly all students thought the average salary of teachers is much lower than it is, all but 18 (273 of 291, for 94.46%) knew that the aspect of teaching that most teachers consider its most positive aspect is *a sense of satisfaction for helping children.* (Question 36)

(c) The relatively surprising responses among incorrectly answered questions were for Question 3, which received the fourth lowest number of correct responses. That question is

A 3. *In recent polls of Americans, what was the problem listed most often as the biggest problem facing public schools?*
- *A. Use of drugs*
- *B. Lack of discipline*
- *C. Lack of proper financial support*
- *D. Difficulty getting good teachers*
- *E. Poor curriculum and standards*

Most of the students (40.89%) who responded incorrectly selected *C. Lack of proper financial support* as the correct response. The teacher educators involved in this study thought more students would answer the question correctly and that the largest number of incorrect responses would be *B. Lack of discipline*.

The high number of student choices of *lack of proper financial support* might be attributed to their personal concern about the problem of school financing, a concern raised even higher by their incorrect assessment about the salary teachers receive.

(6) Comparisons of correctness of responses with confidence levels show that students' knowledge and their perceptions of what they know are relatively compatible for most questions, but there are several significant discrepancies.

(a) The questions on which students' confidence was least likely to be justified by correct answers were Questions 3, 37, 29, and 5.

Question 3 ranked 34th on correctness--27.84%, but ranked 14th on confidence.
Question 37 ranked 37th on correctness--6.19%, but ranked 23rd on confidence.
Question 29 ranked 21st on correctness--60.48%, but ranked 8th on confidence.
Question 5 ranked 23rd on correctness--57.79%, but ranked 11th on confidence.

Those questions are as follows:

A 3. *In recent polls of Americans, what was the problem listed most often as the biggest problem facing public schools?*
- *A. Use of drugs*
- *B. Lack of discipline*
- *C. Lack of proper financial support*
- *D. Difficulty getting good teachers*
- *E. Poor curriculum and standards*

D 37. *The average salary (not beginning salary) for all public school K-12 teachers in the United States in 1989-90 was*
- *A. $17,800.*
- *B. $21,600.*
- *C. $26,704.*
- *D. $31,200.*
- *E. $37,675.*

A 29. *Values are*

A. Aspects of life to which worth or esteem are attached.
B. Capacities to act toward others in perceptive, humane, and empathetic ways.
C. Internal emotional and moral sensations.
D. Categories of knowledge.
E. Academic disciplines.

E 5. *When students are not doing what the teacher intends for them to be doing, they are said to be*

A. Compliant.
B. Disruptive.
C. Daydreaming.
D. Hostile.
E. Off-task.

(b) On the other hand, the questions on which more students knew the correct answer than thought they did included Questions 18 and 13.

Question 18 ranked 22nd on correctness--60.14%, but ranked 35th on confidence.
Question 13 ranked 17th on correctness--68.04%, but ranked 28th on confidence.

Those questions are

B 18. *During the Middle Ages a dominant idea about education called scholasticism was based on a combination of faith and*

A. Training for public citizenship.
B. Reason.
C. Pragmatism.
D. The classics.
E. Sophistry.

C 13. *Which one of the following is true about human development?*

A. As humans develop their perception improves and their cognitive abilities weaken.
B. Developmental change occurs in a sequence of jumps and pauses.
C. Much of developmental change is the result of interaction with the environment.
D. As individuals develop, their perceptual learning shifts from systematic to unsystematic.
E. As individuals develop, they are <u>less</u> able to ignore irrelevant information.

(7) Variance in correctness of responses across the four universities did not follow a consistent pattern. The spread across the five questions with the highest number of correct responses was moderate in all cases. The spread across the five questions with the highest number of incorrect responses was scattered. Three of these latter questions had a moderate spread; one had a very narrow spread (Question 37, a spread of 3.39%); and one had the second to widest spread of all responses (Question 3, a spread of 49.53%). The wide spread for Question 3, the question about citizen perception about problems in schools, is primarily the result of the fact that Austin Peay students' responses were significantly higher on that question than those for the other three institutions (64.91% compared with 15.38%, 31.82%, and 16.28%).

Only three other questions in the survey had variances of more than 30%. They were Questions 25, 21, and 14. Question 25 had the highest variance--60.57%. (Austin Peay student responses on this question were significantly lower than the others.) Question 21 had a variance of 45.2%. (MTSU student responses were significantly higher than the others.) Question 14 had a variance of 32.46%. (The responses on this question were divided, Belmont and Austin Peay student responses were higher, and Peabody and MTSU responses were lower). Those questions are as follows:

B 25. *The learning theory that is characterized primarily by the idea that learning occurs because certain behaviors are rewarded is*

A. Magnetic theory.
B. Reinforcement theory.
C. Association theory.
D. Cognitive theory.
E. Piagetian theory.

A 21. *The idea that the educating of all citizens is essential for the success of a democratic form of government was best articulated by*

A. Jefferson.
B. Lincoln.
C. Plato.
D. Washington
E. Thomas Aquinas.

D 14. *In American public schools,* _____ *is to the education of handicapped children as desegregation is to the education of black children.*

A. White flight
B. Enriched education
C. Compensatory education
D. Mainstreaming
E. Segregation

Significance of the Study

This study provides a look at the professional knowledge of beginning teacher education students at the four universities studied. The study supplies data not readily reported in the literature for comparable groups, and provides a benchmark for other teacher educators to use in at least two ways: (1) for the purpose of comparing their own students (if they wish to conduct similar surveys of them), and (2) for background knowledge as they plan their teacher education courses. Because of the non-scientific nature of this study, the findings should not be generalized beyond the 291 students studied.

Copies of the instrument used in this study and of the initial instrument used for earlier phases of the general study are available to other teacher educators upon request. Requests should be addressed to Charles B. Myers, Associate Dean for Academic Affairs, Box 504, Peabody College, Vanderbilt University, Nashville, TN 37203. Phone: (615) 322-8265. Fax number: (615)322-8501.

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